

## BIE Theory of Action

Improvement Strategy Strand	If the BIE...	Then schools will...	Then teachers will...	Then students will...	Then the result will be...
1.0 Marketing the Value of Education: Importance of Students Staying in School	1.1a Engages families and community members in providing support to schools	1.2 Work with parents and community members to create their own value of education campaigns to increase awareness of how schools impact the long-term success of individuals and tribal communities	1.3 Engage with students and their families to develop a school culture that expresses the community's value of secondary and post-secondary education	1.4 Learn that their community values education and that it is important for them to stay in school	An increase in the percentage of students engaged in post-secondary activities including education, training, and/or employment as measured by the post-school outcomes survey
	1.1b Initiates and/or participates in relevant interagency activities focused on graduating from high school and preparing students for post-secondary education, training and employment				
2.0 Professional Development	2.1a Conduct a needs assessment based on analysis of B13 components in IEPs using NSTTAC Indicator 13 Checklist Form B	2.2 Send teams of staff to participate in high quality professional development on evidence-based practices for improving transition planning and implementing effective transition services	2.3 Enhance their knowledge and skills regarding how to write and implement IEP transition plans that better meet students' needs for connecting to post-secondary education, training or work.	2.4 Receive high quality transition planning and services	
	2.1b Design and implement professional development based on results of the needs assessment				
3.0 Data-based Decision Making Processes	3.1a Develop mechanisms to provide data to schools and ADD regions	3.2a Conduct reviews of school level data	3.3a Increase knowledge of evidence-based practices and programs	3.4 Demonstrate stronger transition related skills (e.g., self-advocacy, employment skills)	
	3.1b Provide training to schools on the use of STEPSS or other data analysis tools	3.2b Participate in training on the use of STEPSS or other data analysis tools	3.3b Increase implementation of evidence-based practices in secondary transition		
	3.1c Design and provide training to schools to implement evidenced-based practices such as Check and Connect	3.2c Send teacher teams to learn about implementing evidenced-based practices such as Check and Connect			